

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

**PROCESO DE APLICACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
IDIOMA EXTRANJERO**

(TEFL APPLICATION PROCESS)

AUTOR:


Cagua Heredia Brayan Samuel

TUTOR:

Lic. Germán Carrera Moreno, Mg.

MANTA – MANABÍ – ECUADOR

2024 - (1)

 Uleam UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ	NOMBRE DEL DOCUMENTO: CERTIFICADO DE TUTOR(A).	CODIGO: PAT-04-F-004
	PROCEDIMIENTO: TITULACIÓN DE ESTUDIANTES DE GRADO BAJO LA UNIDAD DE INTEGRACIÓN CURRICULAR	REVISIÓN: 1 Página 1 de 1

CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:


Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante CAGUA HEREDIA BRAYAN SAMUEL, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, periodo académico 2024- 2025(1), cumpliendo el total de 384 horas , cuyo tema del proyecto o núcleo problémico es "*TEFL Application Process*"

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Martes, 23 de julio de 2024.

Lo certifico,


CARRERA MORENO GERMAN WENCESLAO
Docente Tutor

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Bryan Samuel Cagua Heredia

Resumen

Este documento es un portafolio que resume el proceso de aprendizaje y enseñanza del inglés como lengua extranjera. Refleja las experiencias del autor durante pasantías y servicio comunitario, enfocándose en la importancia de dominar las cuatro habilidades principales del lenguaje: hablar, escuchar, leer y escribir. A lo largo del portafolio, se presentan diferentes módulos y planes de lecciones que abordan cada una de estas habilidades, utilizando un enfoque estructurado basado en el análisis de la forma, el significado y el uso (FMU) del idioma.

Se destaca la importancia de una enseñanza efectiva, enfatizando la necesidad de que los educadores tengan un sólido entendimiento de la gramática y metodologías de enseñanza bien fundamentadas. Además, el portafolio subraya la utilidad de materiales auténticos y estrategias prácticas para mejorar tanto la comprensión y producción oral como escrita. El portafolio también incluye reflexiones sobre las lecciones demostrativas realizadas, los desafíos encontrados y las estrategias empleadas para superarlos. Finalmente, concluye que el dominio del inglés es esencial para la accesibilidad global y que un enfoque metódico y reflexivo en la enseñanza puede mejorar significativamente las habilidades lingüísticas de los estudiantes.

Declaración de Autoría:

Yo, Bryan Samuel Cagua Heredia, con número de identificación 1313021469, declaro que soy el autor del trabajo de integración curricular titulado " Este trabajo es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.


Bryan Samuel Cagua Heredia
1313021469

Manta, 07 de agosto de 2024

CONTENIDO

Introduction.....	3
Language Module	5
FMU ANALYSIS OF SIMPLE PRESENT	5
Reflection wheel Journal 1.....	7
Speaking Lesson Plan.....	9
Demonstrative Lesson	10
Reflection Wheel Journal 2	16
Demonstrative Lesson	19
Listening Module.....	20
Listening Lesson Plan.....	20
Demonstrative Lesson	21
Reflection Wheel Journal 3	24
Reading Module.....	28
Reading Lesson Plan.....	28
Demonstrative Lesson	29
Reflection Wheel Journal 4	34
Writing Lesson Plan	37
Reflection Wheel Journal 5	43
Conclusions.....	46
Recommendations.....	46

INTRODUCTION

It is a culmination of all I have learned, during internships and community service. Similarly, with English being the most spoken language in the world learning it is very useful for establishing connections around other parts of this beautiful planet full of people. This is why one has to learn English in all four of its skills (speaking, listening, reading and writing). Speaking is interactive in nature as information is interchange, relationship and mutual learning can be developed through interaction. Indeed, it is.

In oral communication, speaking is a dialogical process of exchanging information to develop relationships and mutual learning. These are basic capabilities for language acquisition and can be well encouraged as while seeing movies, speaking with other men or provision in educate conferences. These measures will not merely help enhance our vocabulary but may also provide love for your dialect.

How to listen is a basic act in the practice of communication, it may come up automatically either at school or work when you have n individual telling you what they want. It is also a practical way to grow vocabs and increase your listening comprehension skills from audios. The latter point not only helps the acquisition of language, but also creates a more profound realization in oral expression.

That is why reading, which helps the understanding of thinking uploaded in texts made by other people, and additionally make it possible to get information (especially useful knowledge). Given the state of reading instruction in current educational settings, where literacy skills may have not been adequately stressed students need to see that there are different ways to read. Not only do these strategies open up so many new areas of understanding but they also act as platforms to lead the one into topics that just may become a source on personal pleasure and enjoyment. Therefore, promoting good reading habits is one way to become proficient in the language and develop as an individual.

We learn to listen both passively and actively, using the strategies described throughout this handbook because listening is a necessary part of how we communicate effectively (4-5). For example, in higher educational settings where this skill might have not been the prime focus, it is very important that certain strategies are applied to enhance them. In this introduction, we will look at structured methods, use of authentic materials like podcasts and speeches with activity based exercises discussed to motivate better listening skills. Along those lines, developing a regular practice and supporting environment for such practice will be emphasized due to their significance in improving listening proficiency.

In conclusion, the knowledge and skills acquired through my internship and community service influenced my project. Proficiency in English is essential for global accessibility, given that it is one of the world's most spoken and written languages. One must master all aspects of language development: speaking and listening, and reading and writing skills. Speaking is a critical dimension in human interactions by building empathy and understanding of others in common use and professional interactions. Listening, mostly based on vocabulary acquisition and comprehension in spoken contexts in both academic and professional settings. Furthermore, reading is insightful, providing a platform to view different perspectives and learn new things for personal and professional development.

LANGUAGE MODULE

FMU ANALYSIS OF SIMPLE PRESENT

FORM

Affirmative

Subject (I, You, We, They) + V (First Form of Verb) Subject

(He, She, It) + VERB – S / ES / IES

Normally in the present tense, we add S to the end of the verb. She eats three times a day.

You cook two times a day

He plays tennis in the afternoon.

Negative form.

Subject + don't, do not/ doesn't, does not + verb + object I do not talk with my best friend.

He does not eat in the morning.

Interrogative

Do + subject + verb + obj.?

he/she/it play?

Do I have to wash the car every Saturday? Does

Does she wash the dishes?

Meaning

Is the verb tense indicated when the person wants to express something of the following conditions: to make known actions or permanent states?

Use

The present simple tense is used to refer to events, actions, and conditions that are happening all the time or exist now. For instance, “She works next to the bank” “You live in U.S,” “He doesn’t eat apples” all sentences are in simple present tense.

ANTICIPATED DIFFICULTIES:

- Forget add S, -ES, -IES in the sentences of third persons (he/ she/ it).
- Confusion with the rules when the sentences are in third person.

COMPREHENSION CHECKING QUESTIONS:

What does he do on weekends?

- He goes to the beach with his boyfriend. Does

your brother love her?

-Yes, he does

TEACHING IDEAS:

Work in a group of two people, each group creates a role play such as in an interview, and applies the present simple.

SOURCES CONSULTED:

https://www.perfect-english-grammar.com/support-files/present_simple_form.pdf

<https://www.perfect-english-grammar.com/present-simple.html>

REFLECTION WHEEL JOURNAL 1

English language teaching is not only intriguing but also crucial for us as individuals. However, in order to teach it effectively, one must possess a thorough knowledge of grammar and its rules. In addition, it is essential to acquire skill in instructional methods and meticulous planning. This approach is structured around three fundamental elements: form, meaning and usage. By building on these components, we can meticulously design and implement lesson plans tailored to the teaching of speaking. Thus, in speaking classes, the emphasis is on grammar, usage and the structure of various topics.

The FMU was a very good idea “the creation” is very interesting, but at the at first although a bit confusing and complicated I thought that this was not so relevant to teaching, but when I researched about it, I came to the conclusion that it is vital for learning a second language because it allows students to progress in their language skills.

I think that when we make plans for teaching a subject, we should take into account these aspects of form, meaning and use in order to get better performance and results when we teach.

FMU in teaching a second language we must know and know grammar very well implies not only knowing the rules, but also knowing the form, and thus arrive at the desired meaning in any given context. in fact, (Celce-Murcia, 1999). Mentions how important it is to know the grammatical form, because in that way, students acquire learning on how they can fit the words and how to say them and also helps in the use of reading, writing, speaking and listening.

Teaching plays a very important role for any kind of language, also teaching and learning allow us to improve the use of language, compose the structure and put the words in order, so that what we want to say is very clear.

According to the internship, I had the opportunity to discover many things related to teaching and learning process of students. To begin with, from what I could observe, English teachers only focused on teaching in the traditional way of filling in the books without explaining the

grammatical form and usage of the subject. Therefore, I believe that if the FMU structure had been used, the students would have performed better and improved because it would allow them to use the words in the sentences correctly and thus express themselves better.

The FMU analysis is very important, since this way we guarantee meaningful learning. But, the part that caught my attention the most and that I consider very important is the form and use, in this way it allows students to make phrases and sentences correctly and this allows us to identify what we are doing wrong and improve our spelling.

In short, mastery of the UFM framework is crucial for effective English language teaching. By thoroughly understanding grammar and its rules, and by skillfully employing teaching methods, educators can design impactful lesson plans tailored to improving speaking skills. This structured approach not only promotes language proficiency, but also enables students to articulate thoughts clearly and effectively in all language areas: reading, writing, speaking and listening.

References:

Grellet, F. (1987). *Developing Reading Skills*. Cambridge University Press.

Thornbury, S. (2005).

Speaking Lesson Plan

ECRIF

Name: Brayán Cagua Heredia

Grade: 9th 25 students

Action points

1. Give clear instructions.
2. Time management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT: Use the simple present to describe your daily routine in a conversation.

When/How will I check students' progress toward the above Learning Objective in the lesson? What behaviors/activities will show me whether they have mastered the material?

I will check the correct pronunciation during dialogue practices and conversations.

Preliminary considerations:

What vocabulary/grammar/information/skills do your students already know about today's lesson?

Students already know the present simple, the preposition of place, the days of the week, time, and adverbs of frequency.

What aspects of the lesson do you anticipate your students might find challenging/difficult?

They may need help using the third-person verbs in sentences like I go, she goes.

How will you avoid and address these problem areas in your lesson?

I will demonstrate the daily routines of the simple present under adequate information. I will plan the instructions in detail and show the difference in meaning with images or flashcards to obtain an adequate and precise result.

Demonstrative Lesson

Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
	Teacher will...	Student will...		
Warm-up Encounter And clarify	<p>Students watch some images of people's daily routines.</p> <p>The teacher asks students what they see in the images to clarify their ideas about the topic.</p>	<p>Answer the question by raising your hand.</p>	<p>T-S</p> <p>V-S-T</p>	<p>Cards</p> <p>Images</p>

10 minutes	Encounter And clarify	<table border="1"> <tr> <td data-bbox="662 175 925 454">Affirmative I work here. They eat a lot.</td> <td data-bbox="925 175 1188 454">Affirmative She works here He eats a lot.</td> </tr> <tr> <td data-bbox="662 454 925 758">Negative I don't work here. They don't eat a lot.</td> <td data-bbox="925 454 1188 758">Negative She doesn't work here. He doesn't eat a lot.</td> </tr> <tr> <td data-bbox="662 758 925 991">Questions Do I work here? Do they eat a lot?</td> <td data-bbox="925 758 1188 991">Questions Does she work here? Does he eat a lot?</td> </tr> </table>	Affirmative I work here. They eat a lot.	Affirmative She works here He eats a lot.	Negative I don't work here. They don't eat a lot.	Negative She doesn't work here. He doesn't eat a lot.	Questions Do I work here? Do they eat a lot?	Questions Does she work here? Does he eat a lot?	Answer the W questions.	T-S T-S V A T	
Affirmative I work here. They eat a lot.	Affirmative She works here He eats a lot.										
Negative I don't work here. They don't eat a lot.	Negative She doesn't work here. He doesn't eat a lot.										
Questions Do I work here? Do they eat a lot?	Questions Does she work here? Does he eat a lot?										
		Before the questions, students watch a video to identify simple present tense.									

		<p>Teacher asks students</p> <p>When do we use the auxiliaries do and does?</p> <p>When do we use the plural form of the verb?</p> <p>What is the negative form of this example?</p> <p>Carlos likes going to parties.</p> <p>Is this example correct?</p> <p>I work in the hospital.</p> <p>Yes, No, and Why?</p>	<p>Answers the question by raising the hands.</p>		
--	--	--	---	--	--

10 minutes	Remember and internalize	Hand out students' worksheets to complete the missing words.	The students complete the worksheet.		
10 minutes	Internalize	Divide the board into two parts, put the images, and then describe the routine.	Describe the images on the board, and also describe their routine.		

10 minutes	Fluency	The students will talk about their daily routine in pairs, and then the teacher will choose four students to talk about their partner's routine.	The students form a group and talk about their partner's routine.		
------------	---------	--	---	--	--

Encounter and Clarify



➤ Remember and Internalize

Name : _____

<https://whatistheurl.com>

Simple Present Tense

Q. Fill in the blanks with the correct form of the verbs in Simple Present Tense:

1. I always _____ my friends. (help)
2. She _____ tea but not coffee. (like)
3. He _____ very hard for his examination. (work)
4. You _____ very little. Its not good for you. (eat)
5. They _____ the teacher's help. (need)
6. We _____ the railway station. (live)
7. She _____ office at 5 p.m. (leave)

REFLECTION WHEEL JOURNAL 2

English language teaching is a multifaceted enterprise, compelling in its complexity and essential in its application to personal development. It is, therefore, imperative to master its grammar, rules, and teaching methodologies. Hence, educators must master the triadic framework of form, meaning, and use to plan and execute lessons effectively. This structured approach not only improves comprehension but also optimizes the teaching of oral skills. Consequently, in speaking sessions, the focus extends beyond mere linguistic mechanics to encompass the nuanced deployment of grammar, usage, and thematic structures.

My expectations and feelings when creating a lesson plan for ECRIF conversations could become very important since it provides much help in developing skills in the learning process, which are very necessary for students. As we know, the acquisition of a second language is so complex. However, it is a challenge because it requires much practice, so ECRIF relates certain parts teachers must fulfill to help students improve their oral skills. In specific steps, students practice with each other and thus discover new words, vocabulary, grammar, etc., thus obtaining significant results.

The idea is to provide tools to teachers so that they can evaluate students' activities from another point of view of students' learning and try to discover at what stage of learning the student is in speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information (Kurzweil, 2005).

It is a productive skill that enables interaction and a process that requires assessment by English teachers (Thornbury, 2005). The ECRIF framework helps learners realize or stimulate their knowledge with new activities for using this new target language. Learners take on a different role that motivates them to be active participants in the L2. Meanwhile, ECRIF helps teachers be helpful in the learning process by helping them create new activities and methods that encourage learning.

(Nunan, 2003). Thanks to these techniques, students can comprehend their thoughts and learning processes. Scholars will be more inclined to plan how to go with a learning assignment, organize how to proceed with selecting and using learning strategies, regularly check on their progress, deal with issues as they emerge, and evaluate themselves once students complete the activity.

Through my pre-professional internship, I had the opportunity to detect many things related to teaching about students' learning processes. Thriving students need practice with materials that help them bond with the L2. And for the activities to be done to practice the L2, they have to be meaningful to develop foreign language acquisition.

This framework provides tools to help teachers visualize activities and content for students from another learning perspective. In this way, ECRIF ~~and~~ teachers to reflect on what happens in their classrooms with their students.

As teachers, we must use the students' previous knowledge to help them learn this second language. For this, we have many teaching and speaking strategies that can be used with the children, as well as reinforcement in the speech with images and videos. Thus, we can achieve a safe and trusting environment and adapt materials that motivate them.

Children learn to speak by listening. Teachers offer children a different model for spoken language than their friends, relations, things they encounter on screens, or other conversational experiences. Teachers extend the types of talk children can participate in; part of this involves teaching oral skills directly. Teaching speaking skills can make a massive difference to a child's confidence and capability. When children learn to speak, it is because they hear them from older people, and some teachers offer children a style of language that is very different from the rest of their classmates, with whom they interact, and through intelligent teams. Teachers extend the talks to children who can participate, which may involve teaching oral skills directly. To teach skills to make a difference in the child's confidence and ability.

To sum up, successful teaching of English demands that teachers know their grammar and have reliable strategies and standards. Educators need to use the triadic framework of form,

meaning, and use in such a way that facilitates student oral competence. In this way, she reinforced their comprehension and made it possible for them to speak with greater sophistication during oral exchanges. Also, tools like this make a teacher better understand what happens in the classroom - increasing learning with language practice - and allow students to be constantly engaged while studying English; it generates constant progress in mastering new knowledge.

References

- Kurzweil, J. &. (2005). *Understanding Teaching Through Learning*. McGraw-Hill.
- Nunan, D. (2002). *Listening in Language Learning*. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 238–245). Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*.
- Thornbury, S. (2005).

Demonstrative Lesson



Photo 1

In the first picture, you can see that the students are doing the during-stage activity as planned in the lesson plan. The teacher in charge of the demo class is clearly monitoring them and clarifying any doubts they may have.

Photo 2

The second picture shows the feedback of the activity. The teacher makes them read the sentence and asks them if it is correct or tells them if they agree with their partner, so we realize how much the students understood the topic and give a possible reentry feeding the topic.

LISTENING MODULE

Listening Lesson Plan

Name: Cagua Heredia Brayan

Level: A1

Action points – (These are two things you are working on in your teaching)

Respond appropriately to students with diverse, clear audio for better understanding.

Learn new strategies that can provide helpful information about how people learn best—learning needs.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the song " Perfect (Ed-Sheeran) by correcting the mistakes in the lyrics and then recommending a song for their classmate.

When/How will I check students' progress toward the above Learning Objective in the lesson? What behaviors/activities will show me whether they have mastered the material?

First, we will check if the students recognize

Preliminary considerations:

What vocabulary/grammar/information/skills do your students already know about today's lesson?

The simple tense, for instance, the name of the singer's words, relates to real life. "
Time expressions like next week, tomorrow, after school

What aspects of the lesson do you anticipate your students might find challenging/difficult?

Give grammatical errors in the simple present.
Misunderstanding what they listen to the first time

How will you avoid and/or address these problem areas in your lesson?

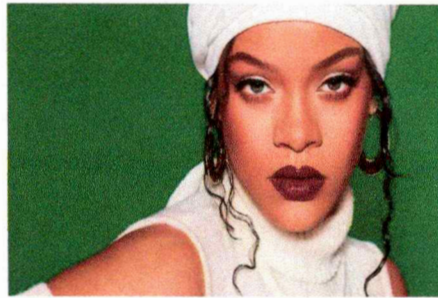
Give keywords, work on pronunciation exercises, complete sentences and correct if necessary, play the audio again if necessary, and clarify doubts about the rules learned in the video.

Demonstrative Lesson

Time	Framework stage	Procedure Teacher will... Student will...		Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Pre-stage	Play a short clip of one of Ed Sheeran's popular songs. Put three emoji, and ask what emoji represent with the song. Ask the singer's name,	Answer by raising your hand. The students answer the questions using the emoji and the name of the singer.		Cards Images
10 minutes	Early-stage	Play the song Ask students to order the lyrics. Check the answers.	Listen to the song carefully and check the answers with the class.	T-S V A T	

10 minutes	Later -stage	Hand out a worksheet with missing words with the song. Check the answers	Answer the worksheet		22
10 minutes	Final During stage	Correct the mistake in the lyrics of the song Play the song in the karaoke. https://youtu.be/sPMA1tqWuf4?si=a0Od2PGI8o1kXiF6	Correct the mistake		
10 minutes	Post-stage	In pairs, recommend a song to your classmate and say why you recommend it	Students recommend a song to their classmates and explain the reasons.		

Pre-stage(flash card-emotions-singers)



Perfect

Ed Sheeran

I found a [] for me
 [] just dive right in
 And follow my []
 Well, I found a girl, [] and sweet
 I [] knew you were the someone waiting for me

'Cause we were just kids when we fell in []
 Not knowing what it was
 I will not give you up this []
 Darling, just kiss me slow, your heart is all I own
 And in your [], you're holding mine

Baby, I'm [DANCING/RUNNIN'] in the dark with you between my arms
 Barefoot on the grass, we're listenin' to our favorite [LOVE / SONG]
 [WHERE / WHEN] you said you looked a mess. I whispered underneath my breath
 But you heard it, darling, you look perfect [TONIGHT / MIDNIGHT]

Well, I found a woman, stronger than anyone I know
 She shares my dreams, I hope that someday I'll share her home
 I found a love, to carry more than just my secrets
 To carry love, to carry children of our own

- I know we'll be alright this time
- Darling, just hold my hand
- Fightin' against all odds
- Be my girl, I'll be your man
- We are still kids, but we're so in love
- I see my future in your eyes

- LEAD
- LOVE
- DARLING
- LOVE
- BEAUTIFUL
- NEVER
- EYES
- TIME

REFLECTION WHEEL JOURNAL 3

Listening is the ability to understand and comprehend another person's speech. It is essential for social interaction, learning, and personal development. However, people who speak that language all the time because they watch videos or music on television show speaking ability can be developed through communicative strategies that incorporate puzzles, games, problem-solving activities, and role-playing. The listening process involves the participation of hearing, attention, understanding, and memory.

Creating listening selection plans provides many benefits when it comes to developing skills in the students' learning process. When we listen accurately, it is favorable for them to refine their grammar and vocabulary.

On the other hand, listening is a skill that you learn progressively. However, developing oral skills in a foreign language is more challenging because students are not in the actual context with people who speak that language daily. Furthermore, they need constant access to authentic linguistic material, such as movies, television shows, and music in a foreign language.

Teachers must have adequate listening materials for their language classes, as the audiolingual method is significant for students to expand their pronunciation and train their listening comprehension skills. Listening comprehension requires that oral information arrives live during an interaction with peers, and to obtain an adequate immediate response, the received text is decoded, analyzed, and interpreted correctly (Vandergrift, 2007)

According to Rost (2011), speaking ability can be developed through communicative strategies that incorporate puzzles, games, problem-solving activities, and role-playing; therefore, communicative strategies can motivate students and establish good relationships between teachers and students, as well as among themselves, thus fostering an environment conducive to language learning.

Purvey range of responsibility or authority inadequate not sufficient paucity a small amount or lack of something a feeling of weariness and dissatisfaction cognizant aware of and understanding something leverage use something to one's advantage pique stimulate or arouse someone's interest foster promote the growth or development of something.

By leveraging the PDP framework, teachers can facilitate more effective interactions by incorporating audio, videos, and music relevant to the covered topic. This approach can foster the development of autonomous learners, as listening is significantly more conducive to improved comprehension and speech. In this particular instance, I commenced the lesson with a flashcard activity related to the topic, during which students discussed what they observed in the images in pairs. Subsequently, I played two audio recordings, requiring students to comprehend the content to answer specific worksheets. As a culminating activity, we conducted paired interviews on the topic covered during the lesson.

(Nunan, 2002). Listening is a fundamental linguistic skill for communication. It is the ability to understand and comprehend another person's speech. It is essential for social interaction, learning, and personal development.

Listening skill allows you to learn and grow. Through listening, people can learn about the world and expand their knowledge and perspectives. Listening also promotes empathy and understanding. By listening carefully to others, people can develop a greater understanding of their feelings and experiences. Listening is a complex skill that requires the participation of several systems. The listening process involves the participation of hearing, attention, understanding, and memory.

In conclusion, listening is fundamental for social interaction, learning, and personal development. Mastering this skill through appropriate communicative approaches and learning materials improves grammar, vocabulary, and language proficiency. Using frameworks such as the PDP promotes autonomous learning and fosters an environment conducive to language acquisition and comprehension.

References:

- Nunan, D. (2002). *Listening in Language Learning*. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 238–245). Cambridge University Press.
- Rost, M. (2011). *Listening in Language Learning*. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 265–284). Wiley-Blackwell.
- Vandergrift, L. (2007). *Teaching and Testing Listening Comprehension*. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 169–183). Springer.

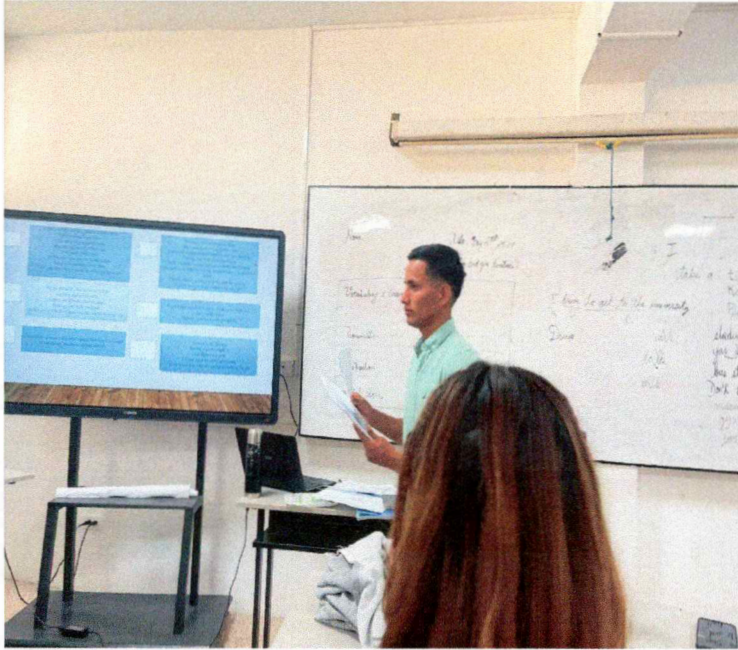


Photo 1

In this part, I am handing out a worksheet about the activity of ordering the paragraphs accordingly. This activity was clearly explained before. It was planned for 10 minutes, and after doing it, we discussed the order. In the end, they were asked to say the correct order of the paragraphs.

Photo 2

You can see that the students are already doing the autonomous work, which was to work in pairs to recommend a song and tell you why they recommend that song. For this activity, they had 5 minutes to talk to each other and then 5 minutes to come to the front to talk about which song they would recommend and why.

READING MODULE**Reading Lesson Plan****Name:** Brayan Cagua**Grade:** 8th grade 28 students**Level:** A2**What are your student learning objectives for the lesson?**

By the end of the lesson, SWBAT: show understanding of the story about animals by matching and expressing their ideas in written form, demonstrating reading skills, and then creating short written summaries about the topic.

When/How will I check students' progress toward the above Learning Objective in the lesson? What behaviors/activities will show me whether they have mastered the material?

The teacher will check the student's progress when they discuss, answer questions, order the part of the reading about "animals," use the correct sentence order and write summaries about the topic.

Preliminary considerations:**a. What vocabulary/grammar/information/skills do your students already know about today's lesson?**

- Action verbs.
- The simple present of the verb be.

b. What aspects of the lesson do you anticipate your students might find challenging/complex?

- Incorrect pronunciation of new words.

c. How will you avoid and address these problem areas in your lesson?

Make the class dynamic by using games, giving appropriate instructions, and constantly using mimics, gestures, repetition, and pronunciation to build their input. Also, be attentive to providing feedback.

Demonstrative Lesson

Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Student will...		
5 minutes	Pre-stage	Give the passage and ask students to identify the type of vocabulary used.	Identify the type of vocabulary used.	T-S	Passage
10 minutes	Early stage	<p>Introduce the topic:</p> <p>Using the skimming technique, students identify the animals that they can find in the text, then ask the question:</p> <p>What animal from the text is your favorite?</p>	<p>Skimming the text to find the vocabulary related to the animals, then answer the question.</p> <p>Share their answer with the class.</p>	<p>T-S</p> <p>S-V-T</p> <p>T-S</p>	<p>Paper</p> <p>Pencil</p> <p>Eraser</p>

		Which animal from the text would you like to have as a pet?		T-S	
10 minutes	During stage	<p>Hand out reading the text and highlighting keywords related to animals.</p> <p>Ss identify and discuss specific vocabulary through statements.</p> <p>Yes or No statements:</p> <ol style="list-style-type: none"> 1- Crocodiles live in the ocean. 2- Camels live in caves. 3- Kangaroos can jump on the plains. 	<p>Read the text and highlight keywords related to animals.</p> <p>Identify and discuss specific vocabulary.</p> <p>Answer the questions.</p>	T-S	<p>Picture</p> <p>Pencil</p> <p>Paper</p>

5 minutes	Later stage	Deliver a worksheet for students to match the description with the words from the box.	On the worksheet, match each word from the box with the description of the animals. Share the answer.		Pencil Eraser Marker
10 minutes	Post-stage	In pairs, students will rewrite a summary of the text they read.	Students rewrite the summary, share it with the class, and discuss it.		Pencil Pens

Resource

Pre-stage (flashcards)



During stage:

Read and highlight keywords related to animals.

The Big Day on the Farm

Several animals lived on a small farm called "Happy Meadow," and they were the best of friends. There was a cow named Bella, a hen named Coco, a pig named Willy, and a horse named Max. Every day, they worked together on the farm, helping to tend the fields and looking out for one another.

One day, the farmer announced they would have a big party on the farm to celebrate the bountiful harvest. Bella, Coco, Willy, and Max were thrilled. They decided that each would contribute somehow to make the party even more special.

Bella promised to give all her fresh milk to make delicious cheeses and milkshakes. Coco would use all her freshly laid eggs to make cakes and omelets. Willy would prepare a delicious stew with vegetables from the garden. Max offered to take the children on rides around the farm during the party.

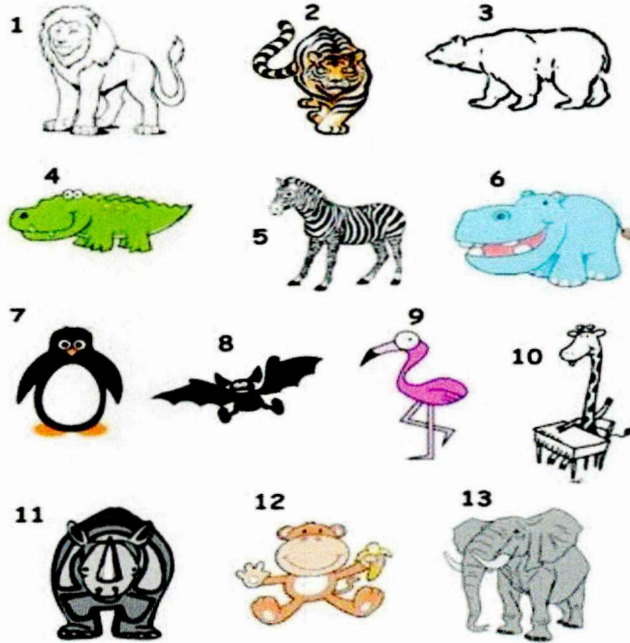
The day of the party arrived, and the farm was full of laughter and joy. There was music, dancing, and delicious food for everyone. The children enjoyed riding on Max while the adults enjoyed the treats Bella, Coco, and Willy prepared.

At the end of the party, everyone gathered around a big bonfire and shared stories and memories. They realized how lucky they were to have each other and to live on such a wonderful farm.

From that day on, whenever they remembered the party at "Happy Meadow," they knew that the true magic of the farm lay in the friendship and teamwork of Bella, Coco, Willy, and Max.

Match words and pictures

bat	<input type="checkbox"/>
crocodile	<input type="checkbox"/>
elephant	<input type="checkbox"/>
flamingo	<input type="checkbox"/>
giraffe	<input type="checkbox"/>
hippo	<input type="checkbox"/>
lion	<input checked="" type="checkbox"/>
monkey	<input type="checkbox"/>
penguin	<input type="checkbox"/>
polar bear	<input type="checkbox"/>
rhino	<input type="checkbox"/>
tiger	<input type="checkbox"/>
zebra	<input type="checkbox"/>



Write the words (more than 1 answer possible)

- This animal is big and grey :
- This animal eats meat :
- This animal has two legs :
- This animal lives in the water :

www.ck12.org

REFLECTION WHEEL JOURNAL 4

Reading is a fundamental skill for learning English. Reading effectively in a foreign language is among the most challenging activities for many students. Many educational institutions manage reading strategies and plans in addition to acquiring vocabulary and improving this skill so that they can interpret the flow of information used daily. Thus, the PDP framework allows teachers to create a lesson plan with various activities to achieve an interactive classroom, so applying this framework in my lesson planning helps a lot in the learning process as each stage provides activities that you, as an educator, can implement with your students.

At the beginning, planning lessons with PDP for reading skills was challenging since it was new to me. However, I soon discovered its importance in effectively organizing and conducting reading lessons. PDP proves essential because it provides various benefits for developing students' skills and enhancing learning. Through engaging activities, it ensures students' motivation and participation throughout the entire reading experience.

In the classroom, students have the impression that reading requires a lot of grammar and translation, which they find more varied and exciting. (Castles, 2028) . Understanding the content of the reading is a significant obstacle for students, as they need to decode the messages of the content in order to construct and convey the intended expression. Numerous academic institutions apply strategies and programs for text comprehension, developing vocabulary, and perfecting this competence, enabling students to interpret the daily flow of information.

Based on the pre-professional internship, I had the chance to explore numerous aspects concerning teaching and students' learning process. Firstly, learners should enhance their abilities through hands-on experiences using tangible items that enable them to engage with the English language. Furthermore, meaningful exercises are essential to attain successful learning outcomes with students. Consequently, the PDP framework empowers educators to formulate a teaching strategy encompassing diverse tasks, fostering an engaging classroom environment. Integrating this framework into my lesson planning significantly aids the learning process, offering activities at each stage that educators can incorporate with their students.

Indeed, here is a more formal version of the provided text. As educators, we leverage the pre-existing knowledge of our students and disseminate it through a series of activities to ensure optimal learning outcomes. In this instance, I initiated the session by employing a set of flashcards focused on various professions. Subsequently, students were required to respond to specific inquiries based on the character they selected. Following this, I introduced a reading segment highlighting individuals' aspirations regarding their future careers. (Farrell, 2008)

(Grellet, 1987). Understanding spoken and written language are closely connected, making the disparities between PDP listening and reading comprehension lesson plans primarily evident in the activities, sources, and overall classroom objectives. Unlike reading lessons where books are essential, videos and audio materials are inappropriate for developing reading skills. Conversely, developing listening skills through texts or novels could be more practical. Recognizing these distinctions is crucial for English teachers, as tailoring lesson plans to specific materials and class objectives enhances students' learning experiences and encourages success in acquiring a second language.

Reading is a fundamental skill in learning English, but it is often challenging for many students. Implementing the PDP framework in lesson planning has proven crucial for organizing a practical reading class. Through this approach, educators can design a range of activities that encourage active student participation and improve comprehension skills and vocabulary acquisition. Integrating reading strategies in the classroom assists learners in overcoming obstacles such as translation and interpretation of content, fostering a stimulating and motivating learning environment. We can improve language learning by adapting lesson plans to the student's specific needs and the course's aims.

References:

- Castles, A. R. (2018). *Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest, 19(1), 5–51.*
- Farrell, T. (2008). *Teaching Reading to English Language Learners: A reflective guide. Corwin Press.*
- Grellet, F. (1987). *Developing Reading Skills. Cambridge University Press.*

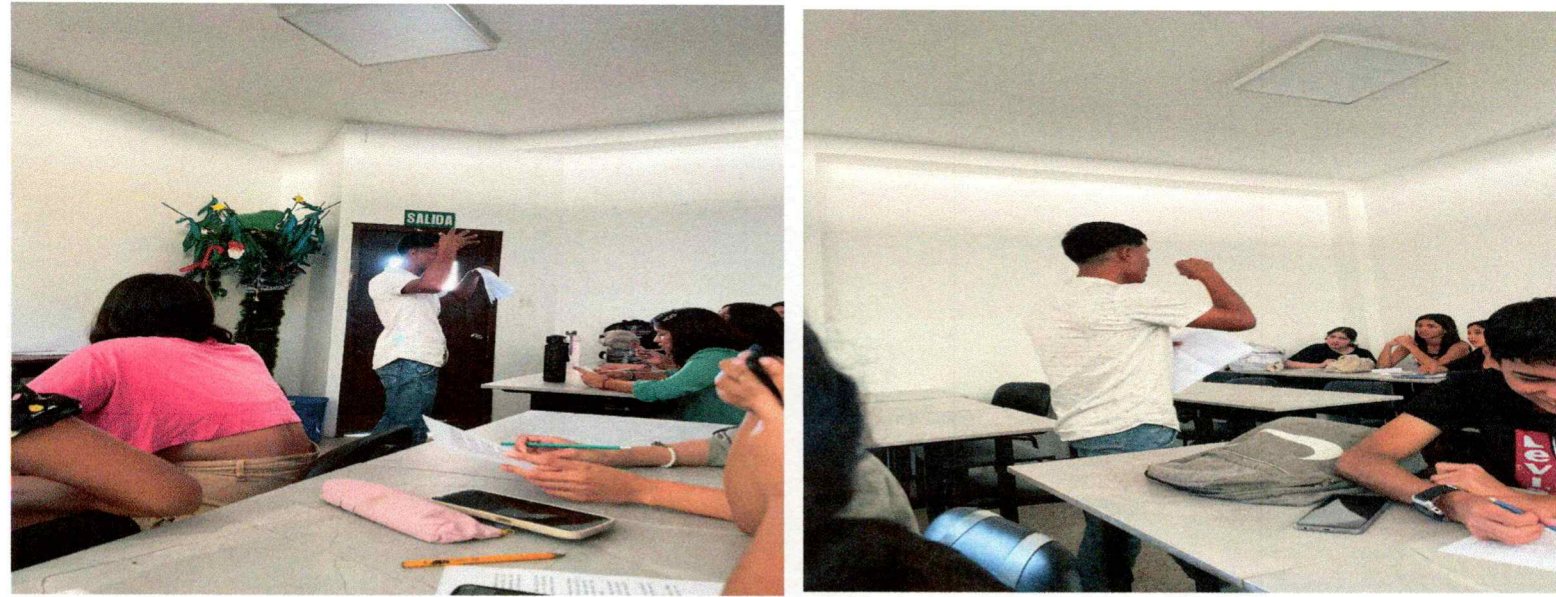


Photo 1

In this session, the teacher clarifies how students identify associated words on a topic. He communicates the requirements powerfully to ensure students know how to carry out their tasks without doubt. Next, the teacher will review all the answers as a whole class.

Photo 2

Therefore, in this part of the lesson, the answers were already being checked with the students to clarify any doubts they might have at the time of giving them in class and, of course, to give the respective feedback on the subject. They had 10 minutes to do this activity and then say it to everyone.

Writing Lesson Plan

Name: Brayan Cagua.

Level: A2

students: 26

Action points – (These are two things you are working on in your teaching)

1. Teacher talking time
2. Time Management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT: Write a birthday invitation card to invite your classmates to a birthday party. Then, share it in class and choose the most creative card.

When/How will I check students' progress toward the above Learning Objective in the lesson? What behaviors/activities will show me whether they have mastered the material?

First, through the writing activity, I will check their vocabulary knowledge about how to write a birthday card. After having a vocabulary list and a sample review, they will write a card and share it with the class.

Preliminary considerations:

What vocabulary/grammar/information/skills do your students already know about today's lesson?

Students already know the prepositions of place, date, and month of the year.

What aspects of the lesson do you anticipate your students might find challenging/difficult?

Use the symbols, and correct the mistake according to the editing symbols.

How will you avoid and/or address these problem areas in your lesson?

Given explicit instruction about the structure of birthday invitation cards using appropriate vocabulary, they need to know about card invitations for birthdays and provide a model.

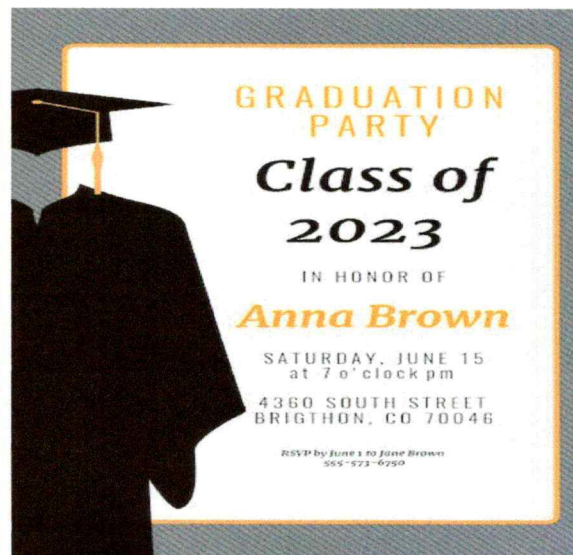
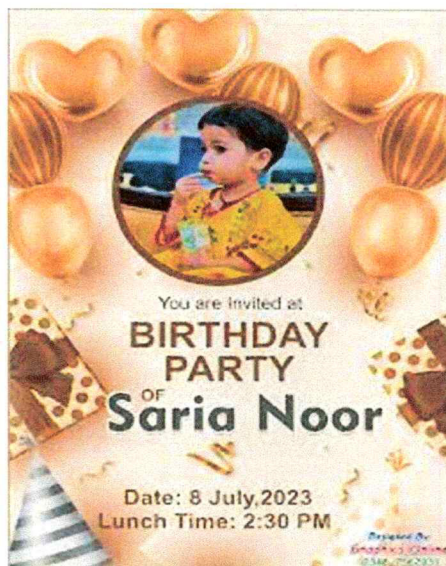
Time	Framework stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Student will...		
10 minutes	PREPARATION	<p>Show different invitation cards (with names).</p> <p>Ask students:</p> <p>When is your birthday?</p> <p>Have you been to a birthday party?</p> <p>What is the purpose of an invitation card?</p> <p>Show a sample invitation card.</p> <p>What should be on the card? For instance, how should the date be written,</p>	<p>Identify what type of cards they are.</p> <p>Answer the questions.</p> <p>Identify the part of how the invitation card is composed.</p>		<p>Cards</p> <p>Images</p>

		<p>or should the days be capitalized?</p> <p>Check questions:</p> <p>Is a birthday card the same as a graduation card?</p> <p>Give the worksheets to Complete the "missing word in the text."</p>	<p>Check the student's answers.</p> <p>Solve the worksheets.</p>		
--	--	---	--	--	--

25 minutes	DRAFTING/ REVISION/ EDITING	<p>Brainstorming, party location, how you would like to have your party, how you would like your party to be.</p> <p>-Ask the students to write a simple birthday party invitation for their classmates.</p> <p>Check students' work by writing the editing symbols,</p> <p>Whether the card has the elements, it should have the wrong word, the word(s)missing, and it should be very nice. Then, give the feedback.</p> <p>Ask students to correct and present their final work using the editing symbols.</p>	<p>Write a birthday card. Using imagination, the place, time, and date of the party.</p> <p>Write a card invitation.</p> <p>Correct and decorate your invitation card, put stickers, paint, etc., and present their final work.</p>	T-S V A T	<p>Images</p> <p>Pencil</p> <p>Revistas</p> <p>Glovo</p> <p>Stickers</p> <p>Colores</p>
------------	--	---	---	------------------	---

10 minutes	EXTENSION	Ask students to exchange their final cards with their classmates and choose the most creative.	Share their final card with their classmates.		
------------	------------------	--	---	--	--

Resources:



Guide to Editing Symbols

Verb error		Incorrect word order	
Wrong word		Don't translate word-for-word	{ }
Agreement error		Omit	[]
Spelling error		Accent needed	
Word(s) missing		Incomprehensible	??
Need new paragraph		Very nice	+
No new paragraph	No	Other symbols:	

Birthday Party!

To Stefan

Please come to my birthday party!

Date: Saturday 26 March 2016

Place: 50 High Street, Newtown

Time: 3-6pm

Please reply!

Telephone: 957 342

Email: isa@mail.web

From Isabella

Top tips for writing birthday party invitations!

1. Start the invitation To + name.
2. Start days and months with a capital letter.
3. End the invitation with From + name.

HOW TO MAKE AN INVITATION

WRITE THE PARTS OF AN INVITATION.

NAME - AGE - PARTY LOCATION - PARTY DATE - PARTY TIME

REFLECTION WHEEL JOURNAL 5

As an experienced future teacher, I understand the vital role that reading plays in learning English and the difficulties many students face in mastering this skill. Applying the PDP framework in lesson planning is essential to organizing practical reading lessons. This approach allows me to design a variety of content that promotes students' active participation, enhances their comprehension skills, and enriches vocabulary acquisition. By incorporating reading strategies in the classroom, we not only overcome obstacles such as translation and interpretation of content but also foster an enriching and stimulating learning environment.

Firstly, it helps clarify and organize thoughts, allowing for a more coherent expression of ideas. Additionally, it serves as a tool for learning and fostering critical thinking and research skills. Revision during the writing process enhances the overall quality of the content.

Initially, I anticipated challenges in crafting lesson plans for writing since I had yet to engage with this skill. However, as I delved into the process, I recognized that, like any skill, achieving the desired outcome is simply a matter of acquiring the necessary knowledge. Nonetheless, some stress was involved as I grappled with organizing my ideas. Fortunately, I ultimately achieved a positive outcome.

Writing plays a fundamental role in communication, often proving more practical than verbal expression. Learning to read is the process of acquiring the skills essential for reading. Emphasizes, according to (Nation, 2008), The instruction of writing should prioritize communication. While it should align with grammar and vocabulary, writing education deserves recognition as a distinct aspect of language instruction, especially in educational settings where writing is a primary objective." This skill transforms spoken words into a visual manifestation. The words form sentences organized into a coherent text on a given subject. Writing entails deciphering a message for someone typically absent and ensuring clear comprehension of the written content.

Based on my point of view about my internship observations, it is evident that schools often underutilize writing. Teachers often employ traditional methods, sometimes neglecting proper writing guidance. As educators, engaging students, evaluating their progress, and helping them

achieve their goals is crucial. Recognizing the significance of English writing as a second language in our country adds to the importance of this effort.

Initially, the instructor should prepare the students before commencing the writing process. Employing a narrative, a blog, or a subject aligned with their preferences, the teacher can encourage brainstorming or sharing experiences among classmates through various means, such as worksheets or vocabulary exercises. Subsequently, students can develop drafts of blogs or accounts related to the chosen theme using a provided model. Ultimately, the teacher should facilitate a session where students articulate their work to their peers, fostering engagement and eliciting constructive feedback for a captivating and impactful lesson.

The writing process is crucial for several reasons. Firstly, it helps clarify and organize thoughts, allowing for a more coherent expression of ideas. Additionally, it serves as a tool for learning and fostering critical thinking and research skills. Revision during the writing process enhances the overall quality of the content. Effective writing also facilitates communication, enabling the conveyance of information to a diverse audience. The writing process is integral to personal and academic development, contributing to improved communication and comprehension skills. Teachers assume students know how to organize their ideas and write as they have 'picked it up' in their reading or transferred the skill from L1. This skill may pose a problem as not all languages and cultures follow the same patterns of written discourse. Much contrastive rhetoric research has focused on these differences. (Nuttall, 2005)

In conclusion, controlling the writing process is essential for developing English language skills, fostering critical thinking, and improving communication skills. Implementing effective strategies and providing structured guidance in the classroom can significantly help students achieve proficiency and clarity in their written expression, thus facilitating both personal growth and educational success.

References:

- Nation, I. (2008). *Teaching ESL/EFL Reading and Writing (1st ed.)*. Routledge.
- Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan.

**Photo 1**

The professor monitors whether the students are carrying out the activity without any confusion and also observes if any student needs help or has a question. This activity ensures that the students understand the task and receive the necessary support throughout the activity.

Photo 2

The professor actively oversees the students to ensure they execute the activity smoothly and without confusion. Additionally, the professor is attentive to identifying students needing assistance or clarification. This proactive monitoring helps ensure that all students grasp the task effectively and receive the support they need to succeed in their learning process.

CONCLUSIONS

Teaching a language is a process that requires creativity, motivation, and patience. After creating lesson plans, it is necessary to recognize three things: framework, activities, and resources. All of them are essential to designing classes that develop listening, reading, writing, and speaking skills well.

This work aims to present different lesson plans according to the skills, the final objective of which is acquiring the language through different activities and resources to create a certain knowledge. Another finding is the use of frameworks, which are helpful as they can determine the correct use of time in each stage.

Since this work is focused on the Beginner and Elementary levels of English, it is recommended that further studies be conducted to develop the classes in the other levels of English.

RECOMMENDATIONS

This work has several possible extensions, as planning is essential to the teaching process. It ensures that all the needs of the student's learning are covered. This work presented different activities and lesson plans for each skill.

It is essential to identify the action points of the teacher, as this can help to improve the development of the class. It can also create a conscious attitude about time management, give clear instructions to the students, and use a clear voice tone.

The final activities must be used at the end of the class, as the students have a certain knowledge about the topic or if they require another lesson with the implementation of different activities and methodologies.

Developing activities focused on the individual and collaborative work of students can help them develop their social skills, critical thinking, and values such as empathy, responsibility, discipline, and respect.